

**THE INFLUENCE OF USING HAMBURGER STRATEGY  
TOWARDS STUDENTS' WRITING ABILITY ON  
EXPLANATION TEXT THROUGH GOOGLE CLASSROOM  
AT THE SECOND SEMESTER OF THE ELEVENTH  
GRADE OF SMA NEGERI 6 BANDAR LAMPUNG IN  
THE ACADEMIC YEAR OF 2020/2021**

**A Thesis**

Submitted as a Partial Fulfilment of the Requirements for S1-Degree

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## **ABSTRACT**

### **THE INFLUENCE OF USING HAMBURGER STRATEGY TOWARDS STUDENTS' WRITING ABILITY ON EXPLANATION TEXT THROUGH GOOGLE CLASSROOM AT THE SECOND SEMESTER OF THE ELEVENTH GRADE OF SMA NEGERI 6 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021**

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The major objective of this researcher was to know whether there was a significant influence of using hamburger strategy towards students' writing ability on explanation text through Google Classroom at the second semester of the eleventh grade of SMA Negeri 6 Bandar Lampung in the academic year of 2020/2021. Hamburger Strategy was a strategy to teach writing by using visually picture of a hamburger that consist of a top bun, some layers, and a bottom bun. This strategy introduced the part of paragraph as part of hamburger.

In this research, the writer used quasi experimental design with the treatment held in three meetings and 90 minutes for each meeting. The population of this research was the eleventh grade of SMA Negeri 6 Bandar Lampung. The sample of this research were two classes consists of 30 students in experimental class and 35 students in control class. The writer also used Powtoon media and Google Classroom to help teacher and students in online learning because there was a Covid-19 pandemic. In collecting the data, the writer used instrument in the form of writing test. The instrument of this research were pre-test and post-test. After giving the post-test, the writer analyzed the data by using SPSS.

From the data analysis, it was obtained that Sig. (2-tailed) = 0.001 and  $\alpha = 0.05$ . It means  $H_1$  was accepted and  $H_0$  was rejected. Based the result above, the writer concluded that there was a significant influence of using hamburger strategy towards students' writing ability on explanation text through Google Classroom at the second semester of the eleventh grade of SMA Negeri 6 Bandar Lampung in the academic year of 2020/2021.

*Keywords: Hamburger Strategy, Quasi Experimental Design, Writing Ability*

## DECLARATION

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Certify on this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other people's opinion or findings included in the thesis are quoted or cited with ethical standards.

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At The Second Semester Of The Eleventh  
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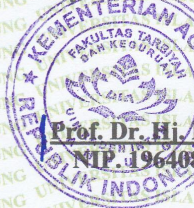
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## MOTTO

قُلْ لَوْ كَانَ الْبَحْرُ مِدَادًا لِكَلِمَاتِ رَبِّي لَنَفِدَ الْبَحْرُ قَبْلَ أَنْ تَنفَدَ كَلِمَاتُ رَبِّي

وَلَوْ جِئْنَا بِمِثْلِهِ مَدَدًا ﴿١٨٩﴾

“If the ocean were ink (where with to write out) the words of my lord, sooner would the ocean be exhausted than would the words of my lord, even if we added another ocean like it, for its aid”.  
(QS: Al-Kahf: 109)<sup>1</sup>



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<sup>1</sup>Abdullah Yusuf Ali, *The Holy Qur'an Arabic Text with English Translation*, (India: New Johar Offset Printers, 2006), p.1506.

## DEDICATION

From the deepest place of my heart, this thesis is dedicated to everyone who cares and loves me, specifically for:

1. My beloved parents, Mr. Zulfikarudin and Mrs. Hernawati who always love me and keep on praying for my life and success. Thanks for all the best to me and give me motivation to study hard until now.
2. My beloved brother, Akmal Faisal who always gives me support and motivate to finish this thesis.
3. My beloved friend, Amadan Sigit Pratama, S.Pd who always gives me spirit and suggestions to finish this thesis.
4. And All of my friends at UIN Raden Intan Lampung, especially class C 2016, thanks for your help and support me to finish this thesis.



## **CURRICULUM VITAE**

The name of the writer is Herlina Zulfiani. She was born in Purbolinggo, Lampung Tengah on September 11<sup>th</sup>, 1998. She is the first child of Mr. Zulfikarudin and Mrs. Hernawati. She has one brother, whose name is Akmal Faisal. Now, she lives in Bandar Jaya, Lampung Tengah.

The writer's education started from at SD Negeri 5 Lempuyang Bandar in 2004 and graduated in 2010. Then, she studied at SMP Negeri 3 Way Pengubuan and graduated in 2013. On the same year, she continued the study to SMA Negeri 1 Terusan Nunyai, took Science major (IPA) and graduated in 2016. After that, she continued at State Islamic University of Raden Intan Lampung (UIN Raden Intan Lampung) in English Education Study Program of Tarbiyah and Teacher Training Faculty.





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The writer is fully aware that she cannot complete this thesis without the assistance of many people. She has been thankful to a lot of people who has help, support, and pray in finishing this thesis. Therefore, she would to say thanks to them. they are follows:

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Finally, nothing is perfect neither this thesis. Any corrections, comments, and suggestions for the goodness quality of this thesis. Therefore, the writer sincerely welcomes suggestions and comments for the readers and she expects that the thesis is useful for readers.

Bandar Lampung,  
The writer

2021

Herlina Zulfiani  
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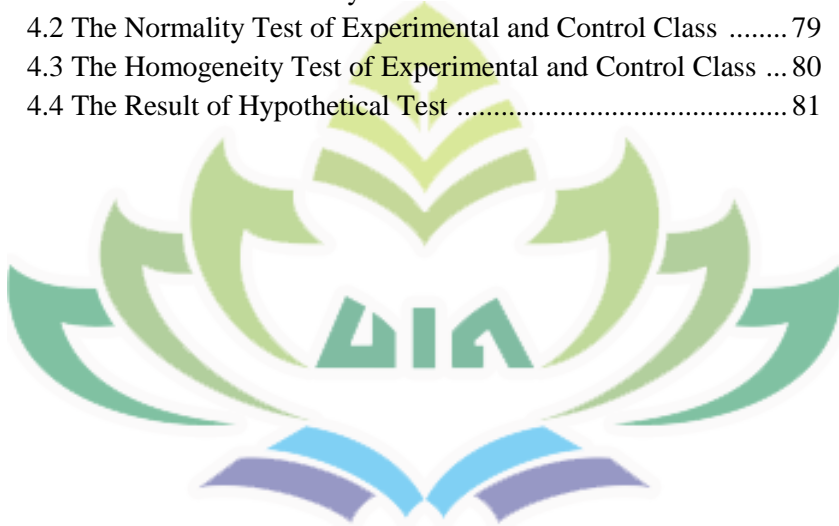
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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

The coronavirus pandemic gives many impacts to all aspects of human life which many public activities should be stopped such as work from home or study at home to stop the spread of this virus.<sup>1</sup> One of the many impacts coronavirus pandemics is educational system, especially in Indonesia. The government decides to conduct online learning. In online learning, the teacher needs technology to facilities in delivering the material and giving the assignments for students from home. One of the online learning activities is writing, especially in English subject.

Writing is one of the four basic skills in English that must be mastered by students. Among the four skills, writing is the most difficult skill to be learned. Writing needs hard thinking in producing words, sentences, paragraph to be a readable text. Richard and Renandya stated that writing is the most difficult skill for second language learners to be mastered.<sup>2</sup> It means that when students write, they need process thinking to arrange words, sentences, paragraphs for the reader to understand the information.

Raimes stated that writing is a skill that expresses the ideas, feelings and thoughts arranged in words, sentences, and paragraphs using the eyes, brain, and hands.<sup>3</sup> Writing is a very important subject, because in writing students must share ideas from the brain. It is not easy to translate concepts into the brain to be a written language. They must also be smart to choose and combine the vocabulary to create

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<sup>1</sup>Risca Dwiaryanti and Fadali Rahma, An Analyzing the Impact Pandemic of Covid-19 to the Education in Indonesia: Students, Teachers, and Parents, *Journal Konseling Pendidikan Islam Vol. 2 No.2*, Islamic Institute of Al-Khairat Pamekasan, 2021, p. 254, available at [ejournal.alkhairat.ac.id](http://ejournal.alkhairat.ac.id), accessed on 9<sup>th</sup> September 2021.

<sup>2</sup>Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Analogy of Current Practice*, (London: Cambridge University Press, 2002), p.303.

<sup>3</sup>Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University Press, 1983), p.76.

something meaningful.<sup>4</sup> It means that writing is the process of expressing idea, feeling and thought by using knowledge of grammatical structure and vocabulary selection to be understood by readers.

In the learning process, most students still find difficulties in writing. The problems that make students difficult to write are punctuation, spelling, grammar, vocabulary, getting ideas, and so on. Jordan said that writing is often confusing with the process of putting words down on paper in the same structure as an outline prepared with appropriate style and vocabulary the major ideas arranged in some often on the correction of the mechanic and grammatical errors.<sup>5</sup> In fact, many students of senior high school often find the difficulties in writing. In writing, it requires mastery not only of grammatical and rhetorical devices but also conceptual and judgemental elements such as using appropriate punctuation in writing and the students also need competencies to generate their ideas based on the topic.

Based on the English syllabus of senior high school, there are many kinds of writing text that become the material of teaching writing. One of the texts that should be mastered by the students is explanation text. Explanation text is a text that explains scientifically how natural phenomena and technology appears.<sup>6</sup> It means that explanation text is a text which has purpose to describe a social process or natural phenomena. It is not easy to teach the students of senior high school, because this text requires a deeper knowledge of the explanation of a natural phenomena or social process. Therefore, the students need an effective strategy to write an explanation text.

Based on the preliminary research that was conducted January, 8<sup>th</sup> 2021 by interviewing the English teacher at SMA Negeri 6 Bandar Lampung, the writer found that many students faced problems in learning English, especially in writing. She said that many students

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<sup>4</sup>Sue Lorch, *Basic Writing: A Practical Approach*, (Canada: Little Brown and Company, 1984), p. 9.

<sup>5</sup>R.R Jordan, in journal Kristy Dwi Prawati, *Students' Difficulties in Writing English*, (University Bengkulu, 2015), p.5, available at <https://cutt.ly/oxeVsFX>, accessed on 12<sup>th</sup> February 2020.

<sup>6</sup>Ridwan Abdullah Sani, *Inovasi Pembelajaran*, (Jakarta: Bumi Aksara, 2014), p. 298.

often felt hard to write, because they were still lack of vocabulary and grammar. The students also still confused when they were asked to write, because they did not know how to express their ideas in each paragraphs. She also said that when the students were asked to write a text, they often forgot the generic structure of a text.<sup>7</sup>

To prove the results of interview with English teacher, the writer asked also the teacher about the students' writing score at the eleventh grade. In this research, the writer decided to measure students' writing score by using Heaton's theory. There are five components generally recognized in scoring writing, including content, organization, vocabulary, language, and mechanics. Each components of writing has four standards of scoring. They are; excellent to very good, good to average, fair to poor, and very poor.<sup>8</sup> Below is the result of the students' writing score at the eleventh grade of SMA Negeri 6 Bandar Lampung:

**Table 1.1**

**The Students' Writing Score of the Eleventh Grade of SMA Negeri 6 Bandar Lampung in the Academic Year of 2020/2021**

No	Range	Qualification	Class				Total of Students	Percentage %
			XI IPS 1	XI IPS 2	XI IPS 3	XI IPS 4		
1	80-100	Excellent to Very Good	1	0	0	1	2	1.55%
2	66-79	Good to Average	15	5	10	9	39	30.23%
3	56-65	Fair to Poor	16	15	13	13	57	44.18%
4	≤55	Very Poor	3	10	11	7	31	24.03%
<b>Total</b>			<b>35</b>	<b>30</b>	<b>34</b>	<b>30</b>	<b>129</b>	<b>100%</b>

<sup>7</sup>Maslina Bakara, *an interview*, The English Teacher at SMA Negeri 6 Bandar Lampung, on 8<sup>th</sup> of January 2021, Unpublished.

<sup>8</sup>J.B Heaton, *Writing English Language Tests*, (New York: Longman Group UK Limited, 1988), p. 146.

*Source: The Score Data from English Teacher of SMA Negeri 6 Bandar Lampung in the Academic Year of 2020/2021*

From the data in Table 1.1, it can be seen that from class XI IPS 1, XI IPS 2, XI IPS 3, and XI IPS 4 of the eleventh grade of SMA Negeri 6 Bandar Lampung, the total number of students was 129. From 129 students, there were 2 students (1.55%) who got score in excellent to very good criteria, 39 students (30.23%) who got score in good to average criteria, 57 students (44.18%) who got score fair to poor criteria, and 31 students (24.03%) who got score in very poor criteria. It means that the students of the eleventh grade at SMA Negeri 6 Bandar Lampung as from 129 students of eleventh grade only 41 students (31.78%) who got score above criteria and 88 students (68.21%) who got score under criteria. It can be concluded that the students of the eleventh grade at SMA Negeri 6 Bandar Lampung still have difficulty in writing.

Besides asking an English teacher, the writer also did an interview with some students of the eleventh grade of SMA Negeri 6 Bandar Lampung. Based on the interview with students through Voice Note in WhatsApp Groups because in this pandemic era Covid-19, the students said that the teacher did not use any specific strategy in teaching writing. They said in online learning, the teacher only sent the learning materials, then gave the assignments to write a text based on the topic that given by teacher through Google Classroom. As the result, most of students said that they felt difficult to understand the learning materials and lost the motivation in online learning, especially in writing text.<sup>9</sup>

Based on the explanation above, It can be concluded that there were some problems occurred in writing; almost students were feeling hard to write because the students were still lack of vocabulary and grammar. The next problem, the students could not express their ideas in writing because they had not a stimulus to start writing. Then, they still forgot the generic structure of a text. Moreover, the writer also

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<sup>9</sup>Eleventh grade Students of SMA Negeri 6 Bandar Lampung, on 8<sup>th</sup> January 2021, an interview, Unpublished.



found that the teacher needed appropriate teaching strategy, especially in teaching writing.

Referring to the problems mentioned above, there are many kinds of strategies that can be applied in the teaching and learning process of explanation text. One of the strategies is hamburger strategy. Hamburger Strategy is a strategy to improve students' writing skill and this strategy make students are interested in writing. Stodden stated that a hamburger strategy is a drafting strategy to help the writer organize her or his ideas into a paragraph. Each paragraph of hamburger represents a part of the paragraph. Hamburger Strategy gives a visual representation of how the information a paragraph is related to.<sup>10</sup> It means that a hamburger strategy is a strategy that can be used by students to arrange their ideas into a good paragraph. It can help students to identify the parts of the paragraph easier.

In this time, the teacher may not be able to explain the material in the classroom directly by using several strategies, because of the pandemic Covid-19. The teacher needed strategies that are suitable for using when learning online. One of teaching strategy of writing is hamburger strategy that can be used by the teacher in online learning. Besides that, the teachers also needed tools like as media in the teaching learning process. In this research, the writer chose two online media are Google Classroom and Powtoon media as a tool to deliver the material and assignment for students from home.

Based on previous research examined by Sarwan entitled "The Effect of Hamburger Strategy on Students' Reading Comprehension of Recount Text at the Eight Grade of MTs. Daarul Ma'arif Cipete Selatan". In this quasi-experimental design, the researcher implemented hamburger strategy to teach reading comprehension of recount text at the eight grade. By using pre-test and post-test, it was found that the mean score of the experimental class is 77.27 while on the control class is 70.00. It can be concluded that hamburger strategy was an effective to be used in teaching reading comprehension of

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<sup>10</sup>Norman Jean Stodden, et al., *Writing Resources Guide*, (Hawai: Kakau Mea Nui, inc, 2013), p. 39.

recount text at the eight grade students of MTs. Daarul Ma'arif Cipete Selatan.<sup>11</sup>

In addition, another previous research was done by Napitulu entitled "The Effect of Hamburger Strategy in Writing Descriptive Text of the 1<sup>st</sup> Semester Students of English Departement in Nommensen University". Based on the result of this research that the Null Hypothesis ( $H_0$ ) was rejected and the Alternative Hypothesis ( $H_a$ ) was accepted. It could be that hamburger strategy on student's descriptive text writing ability was an effective for the first semester of English Departement in Nommensen University.<sup>12</sup>

From the explanation above, there were some differences between previous studies and present study. In this first previous study above was the use of hamburger strategy to teach reading comprehension on recount text. The second previous study used hamburger strategy to teach writing on descriptive text. While, in the present study the writer used hamburger strategy to teach writing on explanation text of the eleventh grade.

Considering the explanation above, the writer was interested in conducting research entitled "The Influence of using Hamburger Strategy towards Students' Writing Ability on Explanation Text through Google Classroom at the Second Semester of the Eleventh Grade of SMA Negeri 6 Bandar Lampung in the Academic Year of 2020/2021".

## **B. Identification of the Problem**

Based on the background of the problem above, the writer found some problems in writing as follows:

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<sup>11</sup>Caesar Abi Sarwan, "The Effect of Hamburger Strategy on Students Reading Comprehension of Recount Text (A Quasi-Experimental Research at the Eighth Grade of MTs. Daarul Ma'arif, Cipete Selatan)", (A Thesis for the Degree of Sarjana Pendidikan of University Syarif Hidayatullah, 2017). p. 38, available at <https://cutt.ly/AxeBjbk>, accessed on 10<sup>th</sup> January 2020.

<sup>12</sup>Fenty Debora Napitupulu, The Effect of Hamburger Strategy in Writing Descriptive Text of the 1<sup>st</sup> Semester Students of English Departement in Nommensen University, *Journal of English Language and Culture Vol.7 No. 1*, Universitas HKBP Nommensen, 2017, p.7, available at <https://cutt.ly/GxeNtZK>, accessed on 10<sup>th</sup> january 2020.

1. The students got difficulties to write because they were still lack in vocabulary and grammar.
2. The students often got difficulties to express ideas in writing.
3. The students still forgot the generic structure of a text.
4. The teacher needed strategy to teach online learning, especially teaching writing.

### **C. Limitation of the Problem**

The writer focused on the use of a hamburger strategy towards students' writing ability to write explanation text through Google Classroom in this pandemic Covid-19.

### **D. Formulation of the Problem**

Based on the identification and limitation of the problem, the writer formulated this research as follows: Is there a significant influence of using hamburger strategy towards students' writing ability on explanation text through Google Classroom at the second semester of the eleventh grade of SMA Negeri 6 Bandar Lampung in the academic year of 2020/2021?

### **E. Objective of the Problem**

The objective of the research was to find out whether there is a significant influence of using Hamburger Strategy towards Students' writing ability on explanation text through Google Classroom at the second semester of the eleventh grade of SMA Negeri 6 Bandar Lampung in the academic year of 2020/2021.

### **F. Significance of the Research**

The significances that can be acquired from this research as follows:

a. Theoritically

The result of this research can enrich the theories about the teaching writing especially explanation text to use hamburger strategy.

b. Practically

1. For the teacher

The result of this research, the teacher got valuable information about an alternative strategy to be used to improve students' writing ability by using hamburger strategy.

2. For the students

By using Hamburger Strategy, the students were expected more interested and motivated to learning English especially in writing explanation text.

3. For the other researchers

This research could be used as a reference for the other researchers in using Hamburger Strategy to improve students' writing explanation text.

## **G. Scope of the Research**

Scope of the research are follows:

1. The Subject of Research

The subjects of the research were the students at the eleventh grade of SMA Negeri 6 Bandar Lampung.

2. The Object of Research

The object of the research was the use of hamburger strategy towards students' writing ability in explanation text.

3. The Place of Research

The place was conducted at SMA Negeri 6 Bandar Lampung.

4. The Time of Research

The research was conducted at the second semester in the academic year of 2020/2021.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Frame of Theories

##### 1. Writing

###### a. Definition of Writing

Writing is one of the language skills to expressing the ideas, thought, and feeling in conveying the message for the people in written form. Writing is an intellectual activity of finding the ideas and thinking about the way to express and arranged into a statement and paragraph that is clear to be understood by the people.<sup>13</sup> Furthermore, Ghaith said that writing is a complex process that allows writers to explore ideas and thoughts and make them visible and concrete.<sup>14</sup> It means that writing is a process of expressing the writer's ideas to make the readers understand the message of the writer in written form.

Harmer stated that writing is one of the four skills (listening, speaking, reading, and writing) that has always formed parts of the syllabus in teaching English.<sup>15</sup> It means that the students should be able to master writing skill because writing skill is an important part of learning English.

Caroline stated that writing is a combination of a process and a product of discovering ideas, putting them on paper, and working them until they are presented in a manner that is polished and comprehensible to the readers.<sup>16</sup> It means that in making good writing, the writers must find ideas and develop their ideas by using an understanding of the aspects of writing,

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<sup>13</sup>David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill Company, 2003), p. 88.

<sup>14</sup>Ghazi Ghaith, *The Nature of the Writing Process*, 2002, available at online <https://cutt.ly/rxeMAQ1>, accessed on 1<sup>st</sup> February 2020.

<sup>15</sup>Jeremy Harmer, *How to Teaching English*, (New England: Longman, 2004), p. 39.

<sup>16</sup>Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: Mc Graw Hill, 2005), p. 98.

such as to pay attention to vocabulary selection, grammatical structure, and also the use of punctuation.

From the opinion above, writing is one of the four skill in English should be mastred by the students in the school. In writing, the students can express the ideas, thoughts, and feeling in written form. As we know that writing is not easy skill for students, because this skill has several aspects of writing to produce good writing.

## **b. Process of Writing**

In practicing writing, the students should follow the process of writing to create good writing. Oshima stated that writing is never a one-step action: it is a process that has some steps.<sup>17</sup> It means that writing is not an instant activity, but it needs some processes that must be done by the students when they will write. Harmer stated that there are four steps in the writing process as follows:

### **1. Planning (pre-writing)**

Before students starting to write or type, they should try and decide what it is they are going to write. For some writers, this may involved making detailed notes. When planning, students have to think about the purpose of writing. At the first, they have to choose the language used and information that they choose to include in their writing. The second, students should think about the audience they are writing for, and the content structure of the piece.

### **2. Drafting**

The first version of a piece of writing is a draft. This first “go” at the text is often done on the assumption that will be amended later. As the writing process into editing, several drafts may be produced on the way to the final version.

### **3. Editing (Reflecting and Revising)**

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<sup>17</sup>Alice Oshima, *Introduction Academic Writing*, 3<sup>rd</sup> Edition, (New York: Addison Welsey Longman, 1997), p. 15.



Once students have produced a draft, they usually read through what they have written to know to see whether there is something that must be added and removed or not. Perhaps the way something is written is ambiguous or confusing. They may move paragraphs around or write a new introduction. They can also use the different forms a word for particular sentences. Besides that, the students must be more skilled to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy.

#### 4. Final version

The Student's draft was edited. Making the changes they consider to be necessary, they produce in the final version. Then, they are ready to send the written text to intend the readers.<sup>18</sup>

From the explanation above, it can be concluded the writing process is more than one steps to follow by students to make good writing. They are planning, drafting, editing, and final version. It means that in teaching writing the teacher should engage four steps of writing process because they are a framework for a good writing.

#### **c. Types Classroom of Writing Performance**

There are four categories of written performance that capture the range of written production that should be considered here. Each category resembles the categories defined for the other three skills, but these categories, as always, reflect the uniqueness of the skill area.

The categories of classroom writing performance are follows:

##### 1. Imitative

To produce a written language, students must attain skills in the fundamental, basic tasks of written letters, words, punctuation, and very brief sentences. This category includes

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<sup>18</sup>Jeremy Harmer, *How to Teach Writing*, (New York: Longman, 2009), pp. 3-5.

the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system.

## 2. Intensive (controlled)

This type is beyond the fundamentals of imitative writing skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. The meaning and context are some importance in determining correctness and appropriateness, but most assessment tasks are more concerned with a focus on form and are rather strictly controlled by the test design.

## 3. Responsive

In this category, the assessment task requires students to perform at a limited discourse level, connecting into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, a list of criteria, outlines, and other guidelines. The genre of responsive writing are narrative and descriptions, short reports, lab reports, summaries, brief of responses to reading, and interpretation of charts or graphs.

## 4. Extensive

In this category, it implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. The writer focuses on achieving a purpose, organizing and developing ideas, using details to support ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. In the extensive category, the writer focuses on grammatical form is limited to occasional editing.<sup>19</sup>

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<sup>19</sup>H. Douglas Brown, *Language Assessment: Principles and Classroom practices*, (San Francisco: Addison Wesley Longman, Inc, 2004), p. 220.

From the theories above, there are four types of classroom writing performance that can be applied by students in teaching writing. They are imitative, intensive, responsive, and extensive. The first category is imitative, this category the students must understand the basic point of writing. The second category is intensive, this category the students must focus on the content of vocabulary, grammar structure, meaning, and the context in writing. The third category is responsive, this category the students should connect sentences in to some paragraphs. The genres of responsive writing are narrative text, descriptions text, short reports, summaries and brief responses to reading and interpretation of charts or graphs. And the last category is extensive, this category the students must focus on achieving ideas, demonstrating syntactic and lexical variety, and in many cases to achieve a final product.

In this research, the writer used responsive writing performance, because the writer focused on writing explanation text. The responsive writing performance is a task of writing short reports, summaries, responses, and essay.

#### **d. Teaching Writing**

Writing has become a valuable tool at the school classroom to engaging students in thinking, showing understanding, creating, communicating, and learning.<sup>20</sup> It means that writing is the most important skill that should be taught in school. The writing classroom can help students to think creatively in make a good writing.

In teaching writing, the teacher has important roles to help students express the idea, opinion, and feeling in written form with letting and guiding the students in the writing classroom. Moreover, when the teacher used writing to reinforce and extend teaching in the content areas. The teacher can support students throughout the process of writing by intentionally scaffolding instruction so that the students are allowed to make

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<sup>20</sup>Jim Burke, *Writing Across the Curriculum*, (Carolina: Public Schools of North Carolina, 2012), p. 2.

sense of the content in intellectually challenging ways.<sup>21</sup> It means that the teacher has an important role to guide and support students' knowledge in the teaching writing process.

Brown said that in the process teaching of writing, the teacher should be balance between writing process and writing product. There some of the writing process in teaching writing as follows:

- a. Focus on the process of writing that leads to the final written product.
- b. Help students to understand their composting process.
- c. Help students build repertoires of strategies for prewriting, drafting, and rewriting.
- d. Give time for students to write and rewrite.
- e. Place central importance on the process of revision.
- f. Let students discovered what they want to say as they write.
- g. Give feedback to students through the composting process (not just on the final product) as they attempt to bring their expression and intention closer.
- h. Encourage feedback from both the instructor and peers.
- i. Include individual conferences between a teacher and student during the process to create their product in writing.<sup>22</sup>

Based on statement above, it can be concluded that teaching writing is the part of writing activity in the classroom. In teaching writing, the teacher will focus on the writing product and writing process. Moreover, teacher also has important role for giving support and guiding on her or his students to think creatively in the teaching writing process. In other words, the teacher can help their students to write more better than before.

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<sup>21</sup>*Ibid.*, p. 9.

<sup>22</sup>H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, (2<sup>nd</sup> ed). (New York: Longman, Inc., 1994), pp. 335-336.

### e. Writing Ability

Writing was described as a difficult skill because in writing the writer not only expressing ideas but the writer must also be able to understand the language aspects of writing. Raimes stated that writing also reinforces the grammatical structures, idioms, and vocabulary. Thus, the writer used knowledge of grammatical structure and vocabulary to express the ideas in written form.<sup>23</sup> It can be concluded that to produce the good writing, the writer should pay attention of language aspects in writing such as grammatical structure, idioms and vocabulary.

The teacher who wants to know the ability of their students in writing, should decide on what kind of aspect or indicator that will be used to measure and evaluate students' writing ability. Based on Tribble, there are five aspects to measure writing ability. They are content, organization, vocabulary, language, and mechanics.

#### a. Content

It refers to the substance of writing and the experience of the main idea.

#### b. Organization

It refers to logical organization ideas. In addition, It is related to coherent and coherence.

#### c. Vocabulary

It refers to choose of words or idioms that are suitable for the content.

#### d. Language

It refers to the use of the correct grammatical and syntactic pattern, such as agreement, tense, number, word article, pronouns, and also a preposition.

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<sup>23</sup>Ann Raimes, *Op.Cit.*, p. 3.

e. Mechanic

It refers to use graphic conventional of the language, such as the use of spelling, punctuation, capitalization, and layout.<sup>24</sup>

Based on the explanations above, it can be concluded that writing ability is the writer's ability to express their ideas, feelings, and thought with understanding of the five important aspects of writing including content, organization, vocabulary, language use, and mechanics.

## 2. Text

### a. Definition of Text

A text is a meaningful linguistic unit in a context it is both a spoken text and a written text.<sup>25</sup> It means that a text has meaningful linguistic which not only to delivered in written or spoken form. Anderson and Anderson said that a text is containing of some words are put together to communicate the meaning, a piece a text is created. Two main categories of texts are literary text and factual text.<sup>26</sup> It means that a text is words that are arranged to be a sentence that combines is called text. The function of text is used as a communication by the writer to give a message for the reader. The definition mentioned by them told us that text is the number of words that are arranged to communicate the writer's message in written or spoken form.

### b. Types of Text

In English, there are several types of English text. Each of these texts has its characteristics and functions. Many types of English text that are taught in senior high school. They are narrative, recount, descriptive, report, explanation, analytical

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<sup>24</sup>Christopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p. 130.

<sup>25</sup>Sanggam Siahaan and Krisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p. 1.

<sup>26</sup>Mark Anderson and Kathy Anderson, *Text Type in English*, (South Yarra: Mackmillan, 1997), p. 1.



exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item.

### 1. Narrative Text

Narrative text is a text to amuse, entertain the readers, and to tell a story and it always uses the simple past tense. The generic structures of narrative text are orientation, complication, resolution, and re-orientation.

### 2. Recount Text

Recount text is a text that retells something past even usually happened in the past. The generic structures of recount text are orientation, events, and reorientation.

### 3. Descriptive Text

Descriptive text is a text to describe a particular person, place, or thing. The generic structures of descriptive text are identification and description.

### 4. Report Text

Report text is a text to present classifies information about something as it is. The generic structures of report text are classification and description.

### 5. Explanation Text

Explanation text is a text to explain the process involved in the information or working of natural or social-cultural phenomena. The generic structures of explanation text are general statement, explanation, and closing.

### 6. Analytical Exposition Text

Analytical exposition text is a text to reveal the readers that something is the important case. The generic structures of analytical exposition text are thesis, argument, and reiteration or conclusion.

### 7. Hortatory Exposition Text

Hortatory exposition text is a text to persuade the readers that something should or should not be the case or be

done. The generic structures of hortatory exposition text are thesis, argument, and recommendation.

#### 8. Procedure Text

Procedure text is a text to help readers to do or make something completely. The generic structures of procedure text are goal or aim, materials or equipments, and steps or methods.

#### 9. Discussion Text

Discussion text is a text to present information and options about issues in more side of an issue (Pros and Cons). The generic structures of discussion text are issue, argument pro and con, and conclusion.

#### 10. Review Text

Review text is a text to evaluate an artwork or event for a public audience. The generic structures of review text are orientation, evaluation, interpretative recount, and evaluation summation.

#### 11. Anecdote Text

Anecdote text is a text to share with others an account of unusual or amusing incidents. The generic structures of anecdote text are abstract, orientation, crisis, reaction, and coda.

#### 12. Spoof Text

Spoof text is a text to tell an event with a humorous twist and entertain the readers. The generic structures of spoof text are event(s) and twist.

#### 13. News item Text

News item text is a text to inform the readers about the event of the days which are considered newsworthy or

important. The generic structures of news items are event(s), background event(s), and sources.<sup>27</sup>

It can be concluded that there are several types of English text such as narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item. A text has a definition purpose, language features, and generic structures are different with others. Therefore, the students must be able to understand the generic structures and language features of each type of a text. In this research, the writer used explanation text that suitable with syllabus at the second semester of the eleventh grade in SMA Negeri 6 Bandar Lampung.

### **3. Explanation Text**

#### **a. Definition of ExplanationText**

Explanation text is a kind of text which should be learned by students. Law stated that explanations are written to explain how something works or occurs. The process of the events is explained sequentially and with the time related information.<sup>28</sup> Anderson said that the explanation text is a text to tell how and why thing (phenomena) occur in nature and there are some examples of explanation text are; How something occurs, why something happened, why things are a like or different, how to solve a problem, etc.<sup>29</sup> Based on the definitions, explanation text is a text about “how” or “why” of the process particular phenomena, events, and concept occur in nature.

It means that explanation text is a text used to explain the process of a social, natural scientific, and cultural phenomena, events or action. This text used to share the fact of knowledge and understand about the process of phenomena occur in nature.

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<sup>27</sup>Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Australia: Gerd Stabler, 1994), pp. 192-204.

<sup>28</sup>J. Law, *Writing Genre-A Structured Approach*, (Righby: 2013), p. 17.

<sup>29</sup>Mark Anderson and Kathy Anderson, *Op.Cit*, p. 80.

It can be concluded that the purpose of explanation text is a kind of text to explain the process of natural or social-cultural phenomena.

### **b. Generic Structure of Explanation Text**

Anderson and Anderson said that there are three steps for conducting a written explanation text, they are:

#### **a. General statement**

In this part, the writer explained about the event or thing.

#### **b. Sequence of explanation**

In the sequenced explanation, the writer told the “hows” or “why” something works or occurs.

#### **c. Closing**

In the last part of an explanation text is closing. The writer concluded what he/she has explained in this paragraph.<sup>30</sup>

From the explanation above, the writer concluded that explanation text has three essential parts, namely the generic structure which consists of general statement, sequence of explanation, and closing.

### **c. Grammatical Features of Explanation Text**

The explanation text has grammatical features that have function to improve student's knowledge, they are:

#### **a. Use of general noun**

#### **b. Use of action verb**

#### **c. Use of simple present tense**

#### **d. Use of passive voice**

#### **e. Uses of conjunction of time and cause-effect relationship.<sup>31</sup>**

From the explanation above, the writer concluded that an explanation text has five characteristics. They are use general noun, action verb, simple present tense, passive voice and the last

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<sup>30</sup>*Ibid.*

<sup>31</sup> Rudi Hartono, *Genres of Texts*, (Semarang: UNNES, 2005), p. 22.

characteristic is uses of conjunction time and cause-effect relationship.

#### **d. Example of Generic Structures of Explanation Text**

In this research, the writer presented an example of explanation text by the title is “Making Paper from Woodchips”. This example of an explanation text consists three paragraphs. The first paragraph is general statement, the second paragraph is sequence of explanation and the third paragraph is closing.

##### **Making Paper from Woodchips**

**General statement :** Woodchipping is a process used to obtain pulp and paper products from forest trees. The woodchipping process begins when the trees are cut down in a selected area of the forest called a coupe.

**Sequence of Explanation :** Next the tops and branches of the trees are cut out and then the logs are taken to the mill. At the mill the bark of the logs is removed and the logs are taken to a chipper which cuts them into small pieces called woodchips. The woodchips are then screened to remove dirt and other impurities. At this stage they are either exported in this form or changed into pulp by chemicals and heat. The pulp is then bleached and the water content is removed.

**Closing :** Finally the pulp is rolled out to make paper.

*Source : <https://www.kuliahbahasainggris.com/explanation-text/>*

#### **4. Student's Writing Ability in Explanation Text**

Writing is a productive skill in English that should be mastered by the students. Heaton said that writing is means of communications which the writer uses language to express ideas, thought, and feeling.<sup>32</sup> It means that writing is one of language skill which is used to express the ideas, thought, and feeling to other

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<sup>32</sup>J. B Heaton, *Op.Cit.*, p. 135.

readers through written form. To produce good writing, the students should be able to understand some essential aspects of writing, they are content, organization, vocabulary, language use, and mechanics.

In English syllabus of senior high school, there are many kinds of text. One of them is explanation text. Explanation text is a text to explain how something works or occurs and the process of the events is explained sequentially with the time related information.<sup>33</sup> Moreover, the generic structures of an explanation text are general statement, sequence of explanation, and closing.<sup>34</sup> General statement about introducing the topic or process being explained. Sequence of explanation explains about how and why something occurs. Closing explains about conclusion the writer's explained. Therefore, in writing the writer must give writing clearly, so the readers can be understood the written.

Based on theory above, the writer concluded that explanation text writing ability is the students' ability to explain about how something works or occurs in written form whose generic structure consists of general statement, sequence of explanation, and closing and to give information to the readers which fulfills the criteria of a good writing are content, organization, vocabulary, language use, and mechanics.

## 5. Online Learning

The outbreak of the Covid-19 pandemic negatively affected to educational activities in the world, leading to the widespread closures of schools. Therefore, to overcome these problems the teacher uses some technology tools to help and support online learning. Online learning is a field of education that focuses on teaching methods and also technology to delivering teaching, often on an individual basis, to students who are not physically present in a traditional education setting such as their classroom.

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<sup>33</sup>J. Law, *Op.Cit.*, p. 17.

<sup>34</sup>Mark Anderson and Kathy Anderson, *Op.Cit.*, p. 80.



Carliner stated that online learning as educational material is presented via a computer.<sup>35</sup> Online learning is a general concept of teaching and learning online with the aid of technology tools. The success of online learning depends on factors, such as good internet connections, software, digital skills, availability, and access to technology.<sup>36</sup> It means that online learning is a tool for teaching and learning to enhance students learning experiences by using a computer and the internet in the learning process.

There are some technology tools for online learning they are; Go ToMeeting.com, Skype.com, Google Classroom, Youtube.com, Blackboard.com, Schoology.com, Google hangouts, Zoom. Whatsapp.com and others.<sup>37</sup>

Based on the observation and interview with the English teacher during corona pandemic in SMA Negeri 6 Bandar Lampung that Google Classroom is one of the technology tool is used to deliver the material and assignments for students. Therefore, in this research the writer used Google Classroom and Powtoon media as a tool to deliver the material and assignments for students, because this media will make students more interesting in online learning.

## **6. Google Classroom**

### **a. Definition of Google Classroom**

Google Classroom is one of the ways that can be used for the online learning process in this pandemic. Google Classroom is used to help the teacher to create and collect students' assignments without use is paper (paperless). Therefore, Google Classroom can be accessed by teacher and students anywhere and everytime as long as there is internet connection and from any

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<sup>35</sup>S. Carliner, *An Overview Online Learning (2<sup>nd</sup> ed)*, (Armherst, MA:Human Resource Development Press, 1999), p. 19.

<sup>36</sup>Edeh Michael Onyema, Shuvro Sen, and Alhuseen Omar Alsayed, Impact of Coronavirus Pandemic on Education, *Journal of Education and Practice*, Vol. 13 No. 11, 2020, available at <<https://doi.org/10.7176/jep/11-13-12>>, accessed on 10<sup>th</sup> January 2020.

<sup>37</sup>*Ibid.*, p. 114.

devices, such as laptop or handphone to communicate in online learning process.

Beal said that Google Classroom is a tool that facilitates students and teacher collaboration. The teacher also can create and distribute assignments for students in an online classroom for free.<sup>38</sup> Janzen stated that Google Classroom is designed purposefully simplifiers the instructional interface and options used for delivering and tracking the assignments. Communication with the entire course or individuals is also simplified through announcements, email, and push notification.<sup>39</sup> It means that Google Classroom is one of the tools to ease the teacher in creating assignments for students without using the papers. By using Google Classroom, students can be more active in the learning process.

Google Classroom combines with Google Drive for assignments creation and distribution, Google Docs, sheet and slide to writing, Gmail to communication, and also a Google Calendar for scheduling. The students can be invited to join in a class by using a private code. Each class creates a separate folder in the respective user's Drive. The students can submit the tasks to be graded by her teacher. The Mobile app is available for IOS and Android devices. Let students take photos and attach to assignments, share files from other apps, and students also access information offline. Then, the teacher can monitor the progress for her students. After that, the teacher gives grades and also comments on the students' task.<sup>40</sup> In other words, Google Classroom has the same function as the conventional class. It's just only Google Classroom requires a computer and internet access in the learning process.

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<sup>38</sup>Annita Muslimah, *A Survey on the use of Google Classroom in English Language Education Departement of Islamic University of Indonesia*, (A Thesis for the Degree of Sarjana Pendidikan of Islamic University Indonesia, 2018), p. 8, available at <https://bit.ly/3rxzKOp>, accessed on 10<sup>th</sup> January 2020.

<sup>39</sup>*Ibid.*, p. 17.

<sup>40</sup>Haekal Fikri, *The Application of Google Classroom for Blended Learning in English Teaching at Universitas Sulawesi Barat*, (A Thesis for the Degree of Sarjana Pendidikan of University Sulawesi Barat, 2020), p. 24, available at <https://bit.ly/3dgtC7Y>, accessed on 12<sup>th</sup> January 2020.

Based on those explanations above, it can be concluded that Google Classroom makes it easier for teachers to handle students' work. Google Classroom can make online learning more better because students are more enthusiastic about understanding the material given from the teacher.

### **b. Activities of using Google Classroom in English Teaching**

There are some steps that must be followed by the teacher in the teaching and learning process by using Google Classroom as follows:

- 1) Teachers/students go to the Google website, and then sign on the page Google Classroom.
- 2) Make sure you have Google apps for education. Visit and sign on *classroom.google.com*. Then, choose whether you are a teacher or a student, after creating for a teacher or join the class for students.
- 3) If you are a Google apps administrator, you can find more information about how to enable and disable services in access to the classroom.
- 4) The teacher can add their students directly or share a code to join the class.
- 5) The teacher gives an independent task or throws the discussion forum via an assignments page or discussion page then all class materials automatically field into their folder Google drives.
- 6) Besides, the teacher can also deliver announcements or information related to the subject that will study by students.
- 7) Students can keep track of what's due on the Assignments page collection and began working.

- 8) The teacher can quickly see anyone who has not completed the task. Then, the teacher gives feedback and grades directly in the classroom.<sup>41</sup>

From the explanation above, it can be concluded that the teacher must give some tutorials in using Google Classroom before online learning begins, so the students are not confused when they are using Google Classroom.

### **c. Advantages of using Google Classroom**

There are some advantages found in using Google Classroom for online learning as follows:

- 1) Google Classroom empowers teachers to post class material, such as assignments, announcements, due dates, and the students can see all that is posted by the teacher.
- 2) Google Classroom can be accessed anytime and anywhere by using a personal computer or any gadget with a web association and an internet browser.
- 3) Google Classroom interfaces with Google Drive and effectively oversees data in a folder. When the students submit assignments and the teacher posts learning material and notes, all material can be overseen in one folder in Google Drive. This folder can be visited whenever need.<sup>42</sup>

From the advantages above, it can be concluded that Google Classroom is one of the ways that helped the teacher and students in online learning. It provided easier for the teacher to explain and give assignments for students. By using Google Classroom, the learning process can be effective and efficient because students and teachers can access it anytime and anywhere in a smart phone, laptop, or computer through an internet network.

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<sup>41</sup>*Ibid.*, pp. 24-25.

<sup>42</sup>*Ibid.*, p. 26.

#### **d. Disadvantages of using Google Classroom**

There are some disadvantages found in using Google Classroom for online learning, as follows:

- 1) Students had difficulties in submitting the assignments and downloading the material if there is not internet connection.
- 2) Students had difficulties in understanding the materials since the teacher only provided the materials and tasks without giving the instruction.<sup>43</sup>

From the disadvantages above, it can be concluded that the internet connection and lack of instructions are several students' difficulties in using Google Classroom. To solve the problem, the teacher must give instructions for students, so that the students felt challenging to understand what they have to do in the assignments. Besides that, the students also have to prepare adequate signals to collect the assignments and see the material that the teacher provides.

### **7. Powtoon Media**

#### **a. Definition of Powtoon Media**

In this pandemic era, the teachers should be able to create distance learning activities that make students active, effective, and fun by using several variations of learning methods or media in the teaching process. One of them is Powtoon. Powtoon is an audio and visual medium for teachers to deliver materials more easily and pleasantly. The teachers can craft their presentations to meet their students' needs. Nanni said that Powtoon media is a good potential technology for teaching language.<sup>44</sup> It means that teachers must implement Powtoon media in the teaching and learning process to help students' memorable material.

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<sup>43</sup>Maulana Mualim, Desi Wijayanti Ma'rufah, and Endang Sartika, The Strengths and Pitfalls of Google Classroom Application to Gen-Z Students' Learning Hybridity, *Journal of Proceeding International Conference on Islamic Education (ICIED)*, Vol.4.No.1, 2019, pp. 297–301, available at <<http://conferences.uin-malang.ac.id/index.php/icied/article/view/1108>>, accessed on 12<sup>th</sup> January 2020.

<sup>44</sup>Alexander Nanni, *Teaching through the use of Cloud-Based Animation Software*, (Bangkok: English Language Education ASIA Reflections and Directions, 2015), p. 2.

Powtoon is a web-based tool that offers a wide array of media options, graphics, cartoons, and animated images to create animated presentations that flow smoothly and logically.<sup>45</sup> It means that Powtoon is a free online application with more complete features, easy to use, easy exposure that has interesting animation features, such as handwritten animation, card animation, and moving effects which are livelier. It does not students makes bored to learn in online learning.

In addition, Powtoon is a web-based animation software same as the power point presentation impress or even Prezi. The teacher can add the text, picture, video and also the animations in one slide. Powtoon allows the teacher to make the animation in the form of presentation and outcome in this software is a video. The video can be uploaded in YouTube, so it is really easy to watch the video later on, but there will be Powtoon watermark if the account is not premium.<sup>46</sup> It means that Powtoon is a software that has a form like power point presentation or Prezi. In Powtoon media, the teacher can make the material more interesting with use some animations, then the teacher uploads the video and ask students to watch this video in YouTube.

Based on the definition above, Powtoon is a web that allows teachers to make a short video by using the features, such as animation and background music. As well as the same Powtoon display as PowerPoint. The learning by using Powtoon media makes students more interactive and motivate when the teacher explains the materials.

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<sup>45</sup>Charbel Semaan and Nour Ismail, The Effect of Using Powtoon on Learning English as a Foreign Language, *International Journal of Current Research*, Vol.10 No.5, 2018, available at <https://bit.ly/3ftwRLS>, accessed on 7<sup>th</sup> August 2020.

<sup>46</sup>Pair M.H. R, Nogues F.P, Munoz B.R, Incorporating Powtoon as a Learning Activity into a Course on Technological Innovation as Didactic Resources for Pedagogy Program, *International Journal of Emerging Technologies in Learning*, Vol.12 No.6, 2017, available at [shorturl.at/IKRTU](http://shorturl.at/IKRTU), accessed on 7<sup>th</sup> August 2020.



## **b. Procedures to Operate Powtoon Media**

There are some ways to operate Powtoon media are:

- 1) Teachers make sure have logged into Powtoon side and on the dashboard select start from scratch click the edit latter.
- 2) Then, for the slide of the title already has a template that can select and edit later, only choose whatever likes.
- 3) Click the add button to add a new slide. To make advanced customizations, the teacher first active customize mode in the upper right corner.
- 4) After that, add the image and enter the dialog.
- 5) And the last step, click upload Powtoon is already.
- 6) And finally, wait for the YouTube link to be sent to you email.<sup>47</sup>

From the explanation above, the writer used Powtoon media to deliver the material about an explanation text and introducing hamburger strategy to the students. Besides that, the writer used Google Classroom to send powtoon media in online classroom.

## **c. Advantages of using Powtoon Media**

The advantages of using Powtoon media for online learning is the teacher can display concepts from learning language with a more attractive appearance with the some features offered so that conceptual learning that tends to be boring and confusing become easier for the students.<sup>48</sup> It means that can be concluded that Powtoon media can make the students more interesting when the teacher explains the material through Google Classroom in this pandemic Covid-19.

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<sup>47</sup>Devita Wafirotul Afkar, *An Analysis Powtoon as Media for Teaching English for Junior High School*, (A Thesis for the Degree of Sarjana Pendidikan State Islamic University Sunan Ampel, 2019), pp. 20-21, available at <https://bit.ly/206jpg>, accessed on 7<sup>th</sup> January 2020.

<sup>48</sup>Kent L Gustafson and Robert Marible Branch, *Survey of Instructional Development Models* (4<sup>th</sup> ed), (Syracuse Ny: Eric ClearingHouse on Information, 2002), p. 33.

#### **d. Disadvantages of using Powtoon Media**

There some disadvantages of using Powtoon media, as follows:

- 1) Takes time to learn some features to make Powtoon media as a learning media.
- 2) Video linking only available in slideshow format not a movie.<sup>49</sup>

Based on the explanation above, it can be inferred that Powtoon media has some disadvantages for teachers. Powtoon media needs more time to create an interesting learning video and it is only shaped into slideshow. To solve those problems, the teachers require preparation and finesse to create a Powtoon media.

### **8. Hamburger Strategy**

#### **a. Definition of Hamburger Strategy**

Hannel stated that hamburger strategy is a writing organizer strategy that visually outlines the key components of a paragraph. Before students writing an essay, they will be introduced to the parts of the essay. He said that a hamburger strategy is one of many strategies that can be more effective to be used in teaching essay in writing.<sup>50</sup> Besides that, Sarwan in the research said that hamburger strategy is an effective strategy to teach reading comprehension. It helped the students to comprehend and memorize information from a text.<sup>51</sup> So, it can be inferred that hamburger strategy is an original strategy to teach writing but this strategy can also be used to teach reading for students.

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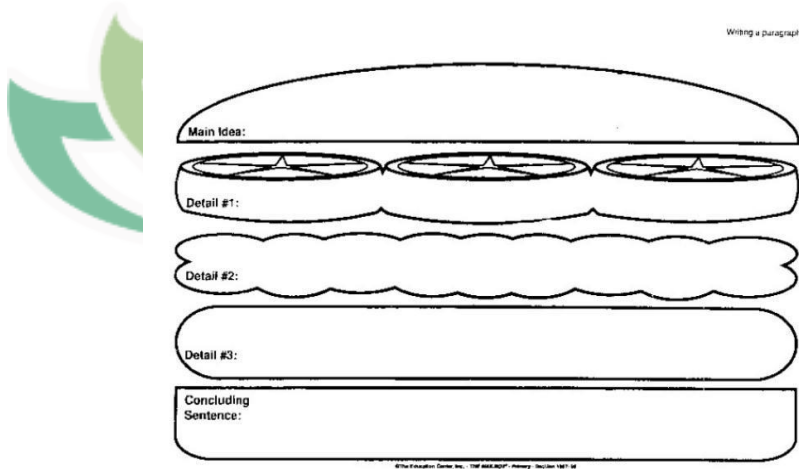
<sup>49</sup>Niken Henu Jatiningtias, *Pengembangan Media Pembelajaran Powtoon untuk Meningkatkan Hasil Belajar Siswa Mata Pelajaran Ips Materi Penyimpangan Sosial di SMP Negeri 15 Semarang*, (Skripsi Fakultas Ilmu Pendidikan Universitas Negeri Semarang, 2017), p. 80, available at <https://bit.ly/3m5YDiy>, accessed on 8<sup>th</sup> January 2020.

<sup>50</sup>Glynis Hannel, *Success with Inclusion Teaching Strategy and Activities*, (Canada: Peynal Publication, 2008), p. 23.

<sup>51</sup>Caesar Abi Sarwan, *Op.Cit.*, p. 137.

Furthermore, Goodwyn stated that hamburger strategy is a strategy with the introduction at the top of the burger, the main part of the essay as the filling, and the conclusion at the bottom of the burger.<sup>52</sup> Besides that Goodwyn, Rog and Kropp said that a hamburger is described with two buns are top bun and bottom bun, with several layers between the two buns which consist of meat, lettuce, tomatoes, cheese pieces, tomato, and chili sauce. The more topping is given, the more interesting and delicious to eat. The hamburger paragraph also has the same concept, which means that the more details are written the more interesting the story.<sup>53</sup> It means that hamburger is one of the strategies that can be applied in teaching writing. This strategy introduced that part of paragraph as like as part of hamburger. Therefore, students can more interesting to write a story.

The picture of hamburger paragraph, it can be seen the picture below:



**Figure 2.2**

### **The picture of Hamburger Paragraph**

<sup>52</sup>Andrew Goodwyn, *Improving Literacy at KS2 and KS3*, (London: Paul Chapman Publishing, 2002), p. 66.

<sup>53</sup>Lori Jamison Rog and Paul Kropp, *Write Genre, The: Classroom Activities and Mini-Lessons that Promote Writing with Clarity, Style, and Flashes of Brilliance*, (Canada: Markham, Ontario, Pembroke Publisher, 2004), p. 99.

Based on the figure above, it can be seen that the description of the hamburger paragraph consists of a top bun, some layers, and a bottom bun which illustrated as a main idea, detail 1, detail 2, detail 3 as an additional information, and the last part as a concluding statement, as explained below :

a. Main idea

The top bun of a hamburger represents the main idea in a text. The main idea is part of a text that has the most important thing in a paragraph because to develop the text content. The main idea is the topic sentences of what a paragraph is all about. The existence of the main idea or topic sentence will be a reference to what will be written next in the text.

b. Details

The filling of a hamburger represents the details in a text. The detail covers information to support the main idea. Naturally, the details given cannot be covered in one paragraph, but also the next paragraphs.

c. Concluding Statement

The bottom bun of a hamburger represents the concluding statement in a text.<sup>54</sup>

From the explanation above, the writer concluded that hamburger strategy is one of the teaching strategies that can help students to remember how to build the paragraph. In teaching writing by using a hamburger strategy, the teacher will teach about the basic components of the paragraph by comparing elements of paragraphs with elements of hamburger. This strategy hoped to solve problem because usually the students get difficulties to develop their ideas in writing form and to make it easier for students to identify generic structures of the text.

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<sup>54</sup>Ika Kurniasih, *The use of Hamburger Paragraph and Self Regulated Learning on Student's Writing Recount Text (A Quasi-Experimental Study at the Tenth Grade Students of Perguruan Rakyat 2 Vocational High School*, (A Thesis for the Degree of Sarjana Pendidikan of University Syarif Hidayatullah, 2018), p. 38, available at <https://bit.ly/3mdFCev>, accessed on 10<sup>th</sup> March 2020.

### **b. Procedures of Hamburger Strategy**

There are two procedures of teaching writing by using the hamburger strategy. Hannel stated that his procedures of teaching using hamburger strategy are as follows:

1. The teacher discussed the three main components of a paragraph or story, like the introduction as the top bun, the supporting information as the filling, and the conclusion as a bottom bun.
2. The teacher asked students to write a topic sentence that indicates what the whole paragraph is going to be about.
3. After students composed several supporting sentences that give more information about the topic, in this part, the students wrote some supporting sentences on the filling.
4. The teacher give instructs students to write a concluding sentence that restates the topic sentence.<sup>55</sup>

Meanwhile, Morin said that the procedures of teaching using hamburger strategy are as follows:

1. The teacher talked to students about what a hamburger looks like. Questions for students: What kinds of things do you need to make a hamburger? What kinds of things can you add to the burger to look it better?
2. The teacher explaiend that a paragraph is like a hamburger. The hamburger is made of three basics parts are the top bun, the patty, and the bottom bun. A paragraph also consists of three basic parts are an opening sentence, a supporting argument, and a closing sentence.
3. The teacher asked students whether her or his burger tastes better when she or he adds pickles, lettuce, ketchup, or other condiments. Let students think the reason a burger tastes better when there is more to it is that is more to enjoy. And then, the teacher explains that a paragraph is more enjoyable when it has more to it as well.

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<sup>55</sup>Glynis Hannel, *Op.Cit*, p. 108.

4. After the students draw a hamburger or give students a copy of the Hamburger graphic organizer, the teacher told a hamburger graphic organizer can help them to write a paragraph.
5. By using the graphic organizer, they wrote an opening sentence on the top bun.
6. Next, the students wrote a supporting sentence on the patty. This is the meat of her or his arguments.
7. The teacher showed students how to write other supporting details on the lettuce and cheese of the graphic organizer.
8. Lastly, the teacher asked students to write the closing line on the bottom bun.
9. The hamburger graphic organizer is filled in, thus it is time to write the whole paragraph.<sup>56</sup>

Based on the two procedures above, the writer chose the procedure by Hannel, because this procedure was suitable and easy to be understood by the students in this pandemic Covid-19. Besides that, the writer used two online media to help the teacher in teaching processes, they are Google Classroom and Powtoon media.

Considering those problems the writer modified the Hannel's procedures by using Google Classroom and Powtoon media to teach writing explanation text as follows:

1. The teacher introduced hamburger strategy and explanation text by using Powtoon media in Google Classroom.

In Powtoon media, the teacher explained the students that a part of paragraph explanation text as like as a part of hamburger, such as the general statement as the top bun of a hamburger, the sequence of explanation as the filling of a hamburger, and the closing as a bottom bun of a

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<sup>56</sup>Amanda Morin, *The Everything Kids Learning Activities Book*, (Avon: Adam Media, 2013), p. 109.

hamburger. But before students are asked to write, the teacher gives a picture of the hamburger paragraph through Google Classroom.

2. The teacher asked the students to write the first part of an explanation text is general statement on the top bun of a picture hamburger paragraph based on the topic that is given by the teacher.
3. The teacher asked the students to arrange some sequence of explanation about their topic and write their sequence of explanation on the filling of a picture hamburger paragraph.
4. The teacher asked the students to write the last part of an explanation text is closing on the bottom bun of a picture hamburger paragraph.

### **c. Advantages of using Hamburger Strategy**

There are some advantages that can be given by hamburger strategy as follows:

- a. It helps students to organize their ideas into a cohesive paragraph.
- b. It shows the organization or structure of ideas to students in writing.
- c. It demonstrates in a concrete way how the information of a text is related to each other.<sup>57</sup>

Based on the explanation above, it can be concluded that the hamburger strategy has some advantages, by using this strategy the students would be easy to organize their ideas, and the students would remember a paragraph is related to each other.

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<sup>57</sup>Glynis Hannel, *Op.Cit*, p. 23.



#### **d. Disadvantages of using Hamburger Strategy**

However, the use of the hamburger strategy cannot effective if the teacher cannot give an instruction is not clear because the role of teacher is necessary to make the use of hamburger strategy be maximally operated.<sup>58</sup> It means that the hamburger strategy needs to be extra in giving instructions for students for the students able to identify the generic structure of a text. To solve the problem, the writer gave instruction through Powtoon media in Google Classroom because it is currently the corona virus pandemic era, so the writer cannot explain the instructions directly. Powtoon media has the same function as the conventional class. In Powtoon media there is an explanation of the material that would be explained by the writer.

### **9. Expository Strategy**

#### **a. Definition of Expository Strategy**

Expository strategy is one of the learning strategies used in the large class, where the teacher's role is dominated in teaching and learning process. Ulil, et al., said that in expository strategy, the teacher is the information giver for the students. He/she gives all the information needed by the students. After that, he/she gives an evaluation or a test for her/his students.<sup>59</sup> It means that the expository strategy is a strategy where the teacher is the most important role and the focus materials only from the teacher in the teaching and learning process.

Killen stated that expository strategy as one of the teacher-centered approaches. He also stated that in this strategy, the teacher has direct control over what is taught and how students are presented with the information they are to learn.<sup>60</sup> It can be inferred that expository strategy is one-way communication with

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<sup>58</sup>Caesar Abi Sarwan, *Op.Cit*, pp. 14-15.

<sup>59</sup>Enriqueta V. Ulit. et al., *Teaching the Elementary School Subjects*, (Manila: Book store, Inc., 2004), p. 235.

<sup>60</sup>Roy Killen, *Teaching Strategies for Outcomes-Based Education*, (Cape Town: Juta & Co, Ltd., 2007), p. 78.

the students. The teacher will control about what the information is needed by the student to be learned.

From those explanations above, it can be concluded that an expository strategy is a strategy with emphasis on the materials that are given by the teacher with an explanation to students directly. Therefore, the teacher hold important role in the teaching and learning process.

### **b. Procedures of Expository Strategy**

The procedures of teaching explanation text by using expository strategy are:

1. The teacher prepared the material that is related to explanation text for the students.
2. The teacher presented the material explanation text and gives some examples that are related to the material for the students.
3. The teacher explained about the grammatical features of explanation text.
4. The teacher asked the students to make an explanation text.
5. The teacher gave a conclusion at the end of the material for the students.

Based on the explanation above, it can be concluded that this research was conducted in learning process at SMA Negeri 6 Bandar Lampung before the pandemic Covid-19, and the teacher used expository strategy to teach writing. While, during the pandemic Covid-19 the teacher only used Google Classroom as a tool to give the material and assignments to students without using strategies.

### c. Advantages of using Expository Strategy

The advantages of using expository strategy in teaching writing explanation text are:

- a. The teacher can control the material and this strategy can be used in the large class.
- b. The students can hear the material through a speech from the teacher, and then they look at the demonstration of the material.<sup>61</sup>

Based on the explanation above, it can be concluded that an expository strategy gives some advantages for students and teacher. The teacher would be easy to control what the material is needed by students. Meanwhile, the students can get an understanding of the material through oral and verbal.

### d. Disadvantages of using Expository Strategy

The disadvantages of using expository strategy in teaching writing explanation text are:

- a. The use of an expository strategy can be done for students that have good listening ability and good attention to the explanation from the teacher.
- b. Students were difficult to increase ability in socialization, interpersonal relation, and critical think ability, especially in analytical exposition text writing ability.
- c. The use of expository strategy happened in one-way communication.
- d. So, the opportunity for controlling the students in understanding the material is limited.<sup>62</sup>

Based on the explanation above, it can be concluded that an expository strategy cannot appropriate for the students writing

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<sup>61</sup>Sofyana Hanani, *Penerapan Strategi Pembelajaran Expository*, ( Skripsi IKIP Veteran Semarang, 2005), p. 59, available at <https://bit.ly/39uJITT>, accessed on 10<sup>th</sup> March 2020.

<sup>62</sup>*Ibid.*

ability, because they just listen to the material explained by the teacher. There are tips to overcome the disadvantages of expository strategy. The teacher gives times for students to ask about the material that has been taught whether they understand or not.

## **B. Frame of Thinking**

Writing is one of the four skills that play a very important role in the teaching of English. The students in the first semester of the eleventh grade at SMA Negeri 6 Bandar Lampung still got difficulties in writing. They were still hard to express their ideas and they were also still lack in the use of vocabulary and grammar and still forgot the generic structure of a text. Besides, the writer found that the teachers' strategy in teaching writing makes students too boring because the teacher only gave the explanation material then the students gave the assignment to write.

To overcome the problems above, the writer used one of the teaching strategies in teaching writing explanation text. It is 'Hamburger Strategy'. Hamburger strategy is a writing strategy that can be used by students to make a good paragraph. In teaching writing by using a hamburger strategy, the teacher gave a hamburger model of an explanation text, then the teacher explained that each part paragraph is like a hamburger. After the teacher explained the material, then students were asked to write an explanation text by using a picture of the hamburger paragraph. The teacher asked students to write general statement on a top bun, next the students wrote some explanation on the filling, and the last the teacher asked students to write closing on a bottom bun. Hamburger strategy can help students to remember each part of a text easier and this strategy can help students stimulates in writing.

In this pandemic era, the writer could not deliver the materials directly to students in the class. Therefore, the writer used online media as a tool to deliver and give assignments for students from home. They are Google Classroom and Powtoon media. The writer used Google Classroom to give assignments and materials about explanation text. While, the writer made a learning video by using

Powtoon media. In Powtoon media, there are an explanation of the definition, generic structure, and grammatical features of explanation of explanation text. Moreover, the writer used Powtoon media to deliver the materials by using hamburger strategy. It was expected that by using Google Classroom and Powtoon media, the students would be more interested and easier to understand the materials by using hamburger strategy.

### C. Hypothesis

Based on the problems, theories, and frame of thinking, this research formulated with the hypothesis as follows:

$H_1$  : There is a significant influence of using hamburger strategy towards students' writing ability on explanation text through Google Classroom at the second semester of the eleventh grade of SMA Negeri 6 Bandar Lampung in the academic year of 2020/2021.

$H_0$  : There is no significant influence of using hamburger strategy towards students' writing ability on explanation text through Google Classroom at the second semester of the eleventh grade of SMA Negeri 6 Bandar Lampung in the academic year of 2020/2021.

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